



Lowton

Church of England High School

PUPIL PREMIUM STRATEGY STATEMENT

2025/2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year 2025-26 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	820
Proportion (%) of pupil premium eligible pupils	30.76%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2025 – July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jane Galbraith, Headteacher
Pupil premium lead	Jane Galbraith, Headteacher
Governor / Trustee lead	Andrea Heaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£233,275

Part A: Pupil premium strategy plan

Statement of intent

At Lowton Church of England High School, our foundational belief is that *'no pupil is left behind'* - all pupils, irrespective of their background or the challenges they face, are entitled to achieve their full potential within a high quality, knowledge rich curriculum delivered by expert teachers.

We strive to ensure that every pupil has access to a range of wider learning experiences which takes them beyond their own everyday experiences, and enable them, regardless of their background, to SHINE: to be socially mobile, culturally aware and well equipped to succeed in life after Lowton.

Our Pupil Premium Strategy is grounded in Christian values of dignity, justice and aspiration for every pupil. We will consider the challenges faced by our disadvantaged and our vulnerable pupils. Those students deemed 'disadvantaged' and eligible for the pupil premium grant, and those who fall short of this category, but nonetheless have an educational disadvantage, are the focus for not only our Pupil Premium Strategy but also for our School Priorities.

Removing the often multiple and complex barriers that put students at an educational disadvantage is a priority for all members of staff at Lowton Church of England High School. High-quality teaching is at the heart of our approach, aiming to equip students with the knowledge and skills needed for success in the school system and beyond, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which **all** staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 4 years indicate that between 38% of our disadvantaged pupils arrive below age-related expectations compared to 18% of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 4 years, between 29% of our disadvantaged pupils arrive below age-related expectations compared to 17% of their peers.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There has been a historical lack of opportunity for aspiration for many students often due to a lack of learning culture amongst parents. Deprivation, psychological well-being and a lack of resources at home have created an inequity for some students.</p> <p>Referrals for support are high. 109 pupils (24 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-8% lower than for non-disadvantaged pupils.</p> <p>More disadvantaged pupils have been 'persistently absent' compared to their peers during that same period. This is negatively impacting disadvantaged pupils' progress and personal development.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.	KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 38.0 and at least 30% pass GCSE maths at grade 5 or above.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none">• the overall unauthorised absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.• the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £183,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELT appointment to lead on Developing Teaching Quality and Research	Mentoring and coaching for teachers is an evidence informed approach (EEF, March 2025) shown to improve teaching quality, particularly when focused on high impact practices.	1, 2
Instructional Coaching and Teacher Development	EEF Teaching and Learning Toolkit identifies coaching as having high impact on pupil progress. Instructional coaching will improve teaching of all pupils but is particularly effective in supporting disadvantaged learners through responsive adaptation, deliberate practice and explicit instruction.	1, 2
Improving attainment and progress in maths using the expertise and consultancy available from NW3 Maths Hub Staff training and release time to develop strategy and practice	The Education Endowment Foundation (EEF) provides evidence-based recommendations to improve maths progress and attainment, particularly in Key Stages 2 and 3, through their guidance report Improving Mathematics in Key Stages 2 and 3 . This report draws on extensive research to outline practical strategies that address common misconceptions and support disadvantaged pupils, where attainment gaps are notable—only 54% of free school meal-eligible pupils meet expected standards compared to 73% of others. Core recommendations include mastering basic mental arithmetic like times tables and addressing errors such as assuming multiplication always enlarges numbers, which can hinder later progress.	1
Leadership time and professional development for Lead for PP Staff training and release time to develop strategy and practice	Effective use of pupil premium requires visible, sustained leadership focus. A designated pupil premium lead with protected time will ensure strategic oversight, monitoring, and continuous improvement. DfE guidance (March 2025) and EEF implementation guidance emphasise the importance of strategic leadership and implementation science. Schools with strongest pupil premium impact have clear, senior leader accountability and regular data review cycles.	1, 2, 3, 4
Improving student literacy skills to support their reading comprehension across the curriculum	EEF research shows that improving vocabulary and reading comprehension across subjects has a strong effect on attainment. DfE guidance (March 2025) explicitly recommends 'targeted interventions to support language	2

	development, literacy and numeracy'. Disciplinary literacy approaches are endorsed by the EEF and Sutton Trust. Improving Literacy in Secondary Schools	
ELT appointment to lead on Wider Life of the School and the Extended Curriculum, ensuring clear focus on 'no pupil left behind' and all pupils having equal access to the full life of the school	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics teaching programmes in Years 7, 8 and 9	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance to ensure a reduced gap in GCSE attainment</p> <p>Reducing persistent absence to school, using the principles of good practice set out in DfE's working together to improve school attendance.</p> <p>Staff training and release time to develop strategy and practice</p>	<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1, 4
<p>Student Support Staffing with a specialist focus on emotional regulation</p> <p>Staff training and release time to develop strategy and practice</p>	<p>Ensure that students' complex needs that may create barriers to engagement and/or attendance are being identified early and met</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that therapeutic interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	3
<p>Counselling provision – on-site specialist counselling service</p>	<p>Early Intervention Foundation's report on adolescent mental health found good evidence that therapeutic interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	3
<p>Contingency fund for bespoke individual support</p>	<p>Funds to remove practical barriers to engagement with school such as provision of uniform, equipment, resources and enrichment activities to ensure they have equal access to all aspects of school life</p>	1, 2, 3, 4

Total budgeted cost: £233,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the provisional data for 2025, when compared to other Disadvantaged Pupils nationally and locally, disadvantaged students at Lowton performed better or in line at strong and standard pass in the following subjects: English Language and Literature, Science – Combined and Triple, MFL (French and Spanish), Geography, Art, Photography, Drama, Music and PE. Disadvantaged students also performed above their disadvantaged peers locally and nationally at grade 5+ in Computer Science.

There is a gap between the performance of disadvantaged pupils in relation to their A8 (35.5) and that of all other peers (47.5). A8 performance for disadvantaged pupils (35.5) is above the performance of disadvantaged pupils locally (33.4) and nationally (34.9).

Attendance to school in 2024-25 was 91.1%, improving from 89% the previous year. For disadvantaged students' attendance to school in 2024-25 was 87.8%, up from 85% the previous year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider